



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## SOME ADVANTAGES OF A PRELIMINARY HIGH SCHOOL COURSE

BY GRACE HEATLEY, R.N.

*Philadelphia, Pennsylvania*

**P**RELIMINARY education in the average school for nurses is synonymous with two or four years' work in an accredited high school. Two or four years' work, that is, any school work, providing it has covered a period of two or four years. The emphasis seems to be placed on the time rather than the subjects studied.

Students do not enter college, normal school or even commercial school with such a haphazard preparation. Rather, their preparation is outlined according to the requirements of the school chosen—and is, therefore, strictly preliminary to their future work. True, any subject which is instructive is of some value, but knowing that certain subjects have more value than others, why not concentrate on the subjects of greater value? Subjects deemed profitable should be outlined by the League of Nursing Education and should be incorporated as a course in the curriculum of standard high schools.

What are some of the advantages which would result from preliminary work? Begin with teaching, for example, if a student has majored in Chemistry in high school, the sixteen hours Chemistry required by the State Curriculum could be used chiefly in applying that knowledge to Anatomy, Materia Medica, and Dietetics. Is not application the keynote in teaching Chemistry to nurses? If, on the other hand, a student barely knows the meaning of the word Chemistry, can any instructor teach and apply Chemistry in sixteen hours? Likewise, Physics goes hand in hand with Sanitation; English is essential in all subjects and a firm grasp on Arithmetic and Algebra is decidedly more helpful in solutions than a thorough knowledge of penmanship. And so on,—the examples are almost inexhaustible. A working basis has become a necessity and a working basis can only be obtained from a definite preliminary course outlined by the League of Nursing Education.

Besides making it possible to directly utilize previous work done, a standard high school course would radiate a dignified publicity. Children entering high school plan their career at that time, being influenced by courses offered, by advice given, or by natural inclination. At this impressionable age would not a preliminary course be an attractive way to present nursing? Then if the student for four years should prepare herself to enter a certain hospital, she would hardly be as willing to give up her work in that hospital as many of

the present candidates who, finding they have no goal in life, "think probably they would like to be a nurse." But publicity would reach farther than the pupils, it would reach the parents. Parents would investigate the merits of such an education and would pry into the advantages afforded by the various schools and last, but not least, they would begin to realize the true type of work for which the schools of nursing are trying to prepare their students.

In addition to these advantages, if such a course were added to high school curricula, a school for nursing would no longer be a struggling, dangling, isolated atom in the sphere of education, but rather it would be in compound with other branches of higher education.

---

## VISUAL EDUCATION

THE average person learns more readily by seeing than by hearing. There are few more fruitful topics for discussion nowadays than that of the various plans for the centralization of nursing education. The Indiana League put the above mentioned psychological fact to good use when it designed the exhibit pictured on the opposite page and displayed it at the recent Health Exhibit. Mary M. Peterson, President of the State League of Nursing Education writes of it: "I put in miniature my idea of a Central School for Nurses and it was well received by nurses, doctors, and laymen. Some of the latter were much impressed with the idea of a *real school* and with the need for suitable residences for nurses. The tiny buildings were all effectively lighted and attracted much attention."

The posters indicate the purpose of a central school and the suggested ways of supporting it. Signs indicate the geographic relation of the several units. These are a Central School of Nursing, Nurses' Residence, General Hospital, Psychopathic Hospital and Power Plant in a city; a General Hospital with its Nurses' Residence in a suburb; a Tuberculosis Hospital and Nurses' Residence eight miles from the Center, and another General Hospital with its Nurses' Residence fifty-four miles from the Center.

The models were designed and executed by Miss Peterson, Esther G. Jones, of the Herron Art Institute, and Mary B. Haynes, a public school teacher in the hospital schools.

Organizations wishing to rent this clever exhibit may communicate with Miss Peterson, Robert W. Long Hospital, Indianapolis.